

Students' perception toward English teacher's pedagogical competence

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Abstract

This study was designed to know students' perception toward English teacher pedagogical competence. The survey design was applied in this study. The research subjects were the eleventh-grade students in senior high school. In Government Regulation No.74 2008 there are four competencies that the teacher should have. The focus of this research is on teacher's pedagogical competence. In National Education Standards Agency pedagogical competence is teacher's ability in understanding the students, designing and implementing the learning, evaluating the learning outcome and also the development of the potentials that the student have. This study used questionnaire to collect the data from the students. The researcher distributed the questionnaire to the students in google form via WhatsApp. The findings showed that the students have a positive perception toward English teacher pedagogical competence which contained (1) understanding students; (2) designing and implementing learning; (3) evaluating learning outcomes; (4) development of learners to actualize the potential they have. The English teacher pedagogical competence categorized sufficient competence which 57% (Neutral).

Keywords: Perception, English teacher, Pedagogical competence

A. INTRODUCTION

Teachers and students doing the teaching-learning process in the classroom, because it is one of the main educational points. During the teaching-learning process, teachers provide their students with knowledge, as well as the ability to pass on knowledge and create learning opportunities for students. This is an integrated framework of all the classroom elements that stimulates the capacity of the students and ensures that it is a successful learning environment. The teacher has several roles as an educator during the teaching-learning process, such as being a motivator, evaluator and facilitator.

Competence is the ability of a person to exercise or perform a job or task that is based on skills, knowledge, and attitudes supported by work by the demands of the job. According to Spencer stated that, competency is an underlying characteristic of a person related to the effectiveness of individual performance on the job or the basic characteristics of individuals who have a causal relationship or a cause and effect with the criteria referenced, effective or excellent or superior performance in the workplace or at certain situations. The concept that talking about one's competence required in the learning management called pedagogical competence. Emiliasari (2018, p.34)

Competence is always related to the ability of a teacher associated with the level of understanding of learners, learning process and self-actualization. According Mulyasa (2007) that, pedagogical competence is the ability to manage the learning of learners includes an understanding of learners, instructional design and implementation, evaluation of learning outcomes, and the development of learners to actualize their potential. (Emiliasari, 2018, p.34)

The teacher plays an important role in that process as the key to a successful teaching- learning process. The teacher should be of good quality on this point. The teacher's quality can be seen from her ability to pass on the knowledge she possesses. Pedagogical skills include the ability to plan and improve the curriculum, to improve the interest of the students and the knowledge of the subject by the instructor. To put it another way, the teacher wants pedagogical skills that can make her classroom go well. A good teacher should have sufficient knowledge and skills in teaching; she should also master the subject matter which will be well taught to her students. (Kumalasari *et al* 2017 p.148)

Teacher needs to be able to educate the student and to facilitate the potential that the students have so they can channel it according to their talent. Teachers' pedagogical competencies continue to be used as the basis for applying the learning process in the classroom in lesson plans. In addition, the teacher needs

clear communication in the contact with the student so that both the instructor and the students can analyze the study outcome together to perform reflection in order to increase the quality of the learning process for the students. Teacher's competence is very important in the learning process because the teacher is one of the components that control the learning process. (Kumalasari *et al* 2017 p.149)

Pedagogical competence is the ability of the teacher to manage the education of the student. Pedagogical competence refers to the ability of the teacher to deal with three aspects of teaching skills, namely the planning of lessons, the implementation of teaching and learning processes and the assessment of student learning. Pedagogical competence includes the establishment of a learning apparatus, the implementation of learning and evaluation. The pedagogical competence of teachers in Indonesian Government Regulation No 74, 2008 is the capacity of teachers to handle the learning of learners. This means that a teacher may be called a competent teacher if he or she has a good

knowledge of their subject matter and their performance in the classroom. It's because both of them are two important factors in the learning process. One explanation is that teachers are people who have an effect on a very active teaching-learning process. All they say should have had an effect on their pupils. Teachers need the ability to express their awareness of the subject or their awareness of the learning process. (Pahrudin, *et al* 2016 p.335-336).

In the National Education Standards article 28 paragraph 3 explains the understanding of teacher pedagogical competence is „the ability to manage learners' learning which includes understanding of students, designing and implementing learning, evaluating learning outcomes and development learners to actualize the various potentials they have'. This understanding explains that the teacher's pedagogical competence is the ability of a teacher in managing or managing learning taught to students. (E. Mulyasa, 2008: 75)

According to Government Regulation No.12 2005 there are four components in pedagogical competence; Understanding the students, in this indicator, teacher should understand the students using principle of knowledge development on the students, teacher help to manage the student's ability in their personality in teaching learning process; Designing the lesson, this part includes how the teacher understand major goal of teaching for the importance teaching process, apply the material learning in the subject, and determine strategy in teaching based on characteristic of the students. Moreover, teacher can establish pedagogical competence to achieve the aim of teaching learning activity, teaching materials then arrange learning based on the chosen strategy; Doing the lesson, implementing learning with some essential indicators is between setting the learning background and conducting good learning; Designing and Evaluating, the important things in doing teaching learning process are designing and evaluating. The teacher in designing the lesson is to achieve the goal of study. Then, evaluation is to measure how far the understanding students in teaching learning process. (Asep and Suyanto, 2013, p. 41).

Related to the previous study on students perception toward English teacher pedagogical competence, some studies had been carried out. First, the teacher's pedagogical competence research by Shelly (2020) this research investigate the ability of teacher in mastering pedagogical competence, and also the process of implementation of pedagogical competence in teaching English. For the result of this research the ability of teacher in mastering pedagogical competence and implementation of it in teaching English are still include on the good category. Another research of students' perception toward English teacher pedagogical competence was conducted by Syahrul (2016) which aimed to know the pedagogical competence of in teaching English at the second grade students and to analysed the students perspectives on the teachers' pedagogical competence. The findings of this research showed that the score of students' perception on teachers'

pedagogical competence in teaching English were including medium category. In addition, the teachers' pedagogic competence were very good in teaching English at the second grade students.

In this current study, the researcher conducted a research on students' perception toward English teacher's pedagogical competence. Teacher's competence is very important in the learning process because the teacher is one of the components that control the learning process which contained the teacher's ability to manage learners' learning in understanding of students, designing and implementing learning, evaluating learning outcomes and development learners to actualize the various potentials they have. Based on the background of the study, the problem of this study can be stated as follows: "How is students' perception toward English teacher's pedagogical competence at MAN Kota Palangka Raya?". This research focused on the teacher who teach on second grade also the subject of this research was the second grade students with total 264 students.

The result of this research is expected to support the improvement of teacher's pedagogical competence in understanding the students, designing and implementing learning, evaluating learning outcome and developing students potential. And for the school to pay more attention to their teachers' quality especially in pedagogical competence in the teaching-learning process so that learners can achieve mastery to learn optimally to achieve a proud achievement.

B. RESEARCH METHOD

The kind of research that the researcher chose to investigate the students' perception toward English teacher pedagogical competence is survey research. This kind of research was chosen because the researcher needed to gather data related to opinions (Ary, Jacobs, & Sorensen, 2010, p. 414). Survey research is defined as "the collection of information from a sample of individuals through their responses to questions". In survey research, investigators ask questions

about people's beliefs, opinion, characteristics, and behavior." (Ary et al., 2010, p. 28).

The questionnaire contained statements related to components of teacher's pedagogical competence based on National Education Standards Agency paragraph 28 article 3. The close-ended questions that provide numerical data were analyzed based on quantitative approach. It was developed by adopting Likert Scale, so there were five options to respond to every statement (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree).

The setting of this research was at MAN Kota Palangka Raya, Indonesia. The subject in this research took all of the second grade students with total 264 students academic 2019/2020 MAN Kota Palangka Raya. Thus, the researcher arranged the questionnaire based on National Education Standard article 28 paragraph 3 components as a measuring instrument. The participants were required to answer all the items of the questionnaire honestly, giving their own perceptions about teacher's pedagogical competence in teaching English.

In order to collect the data for this research, the researcher try out the questionnaire before distributed it to the real sample of the research. Then the researcher checked the validity and the reability of the questionnaire and then distributed the questionnaire to the respondents in google form via WhatsApp group. The validity critical value was 0,361. There was 30 items of questionnaire was valid \geq rtable 0,05 and the degree of alpha's Cronbach (0.909) is higher than r table (0,361). After the students submitted the questionnaire, the researcher analyzed the questionnaires by calculating the percentage of each aspect of the Likert Scale (Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree).

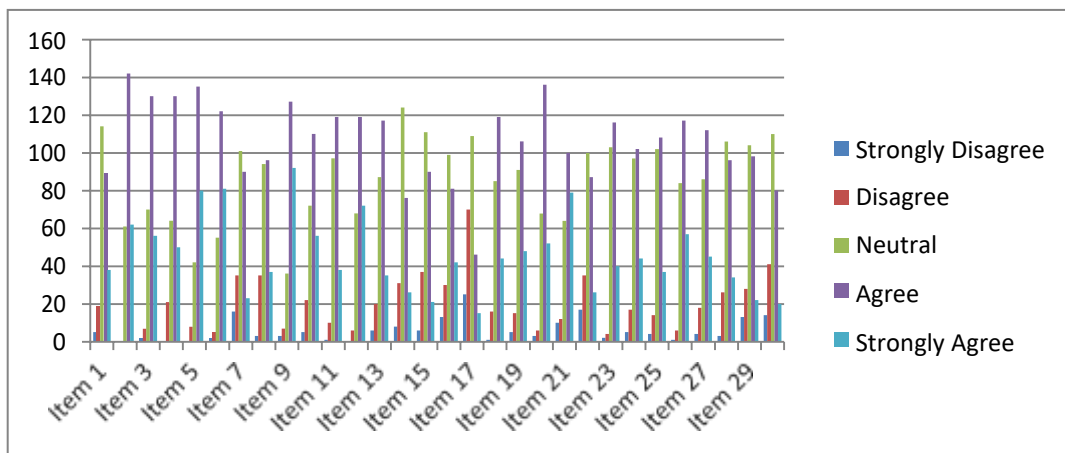
The try out was conducted, it was done to check the validity and the reability of the questionnaire before the researcher distributed it to the sample of the research. The data obtained from the try out was the questionnaire about teacher's pedagogical competence can be used as the instrument of the research.

The researcher calculated the validity result of the try out using SPSS 18.0 Program. The technique used to determine the validity of a questionnaire is by product moment. It used the level of significant in 5%. The critical value was 0,361. There was 30 items of questionnaire was valid \geq rtable 0,05. Reliability is the consistency of score if the test is conducted to the same tester to find reliability of data, the researcher will use Alpha's formula. It was using program SPSS version 18.0 in finding the reability. The degree of alpha's Cronbach is 0.909 higher than r table (0,361).

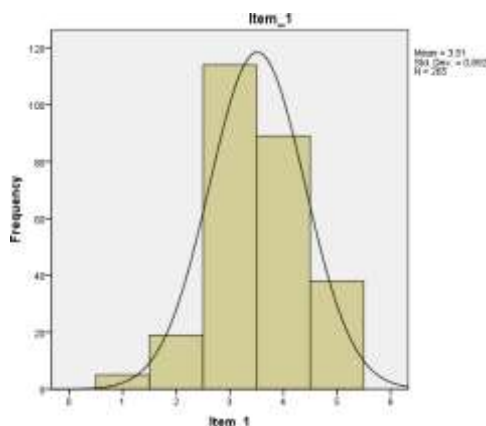
C. FINDINGS AND

DISCUSSION Findings

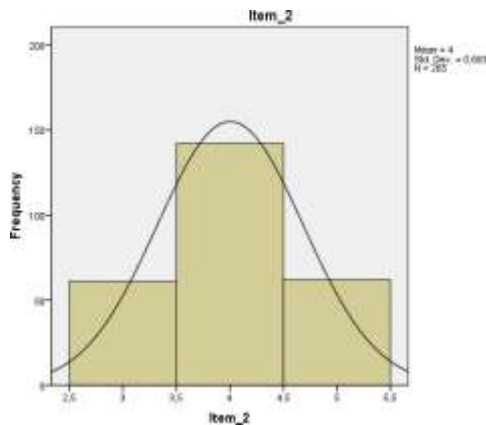
Table 1 Result of Students Perception



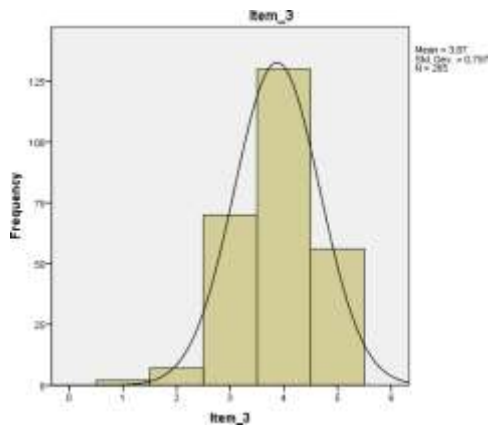
In Appendix 1, the researcher presented the findings in form of percentages and students' answers on each item.



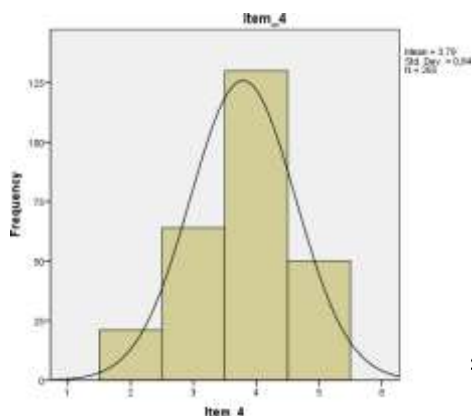
Item 1, “Does your English teacher always make sure the classroom is neat and ready to starting the learning?”. From the data result, it was found that most of the students chose Neutral (48%).



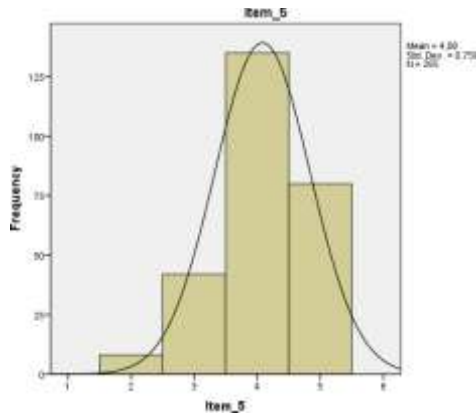
Item 2, “Does your English teacher always asking the student’s preparedness before starting the learning?”. From the data result, it was found that most of the students Agreed (77%).



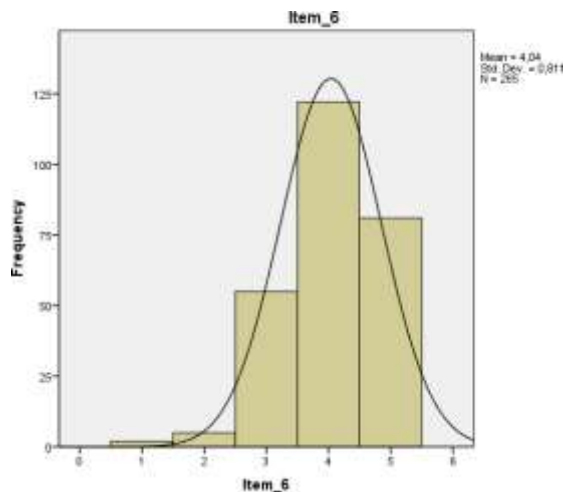
Item 3, “Does your English teacher always create a good classroom’s atmosphere to support teaching and learning activities run well?”. From the data result, it was found that most of the students Agreed (70%).



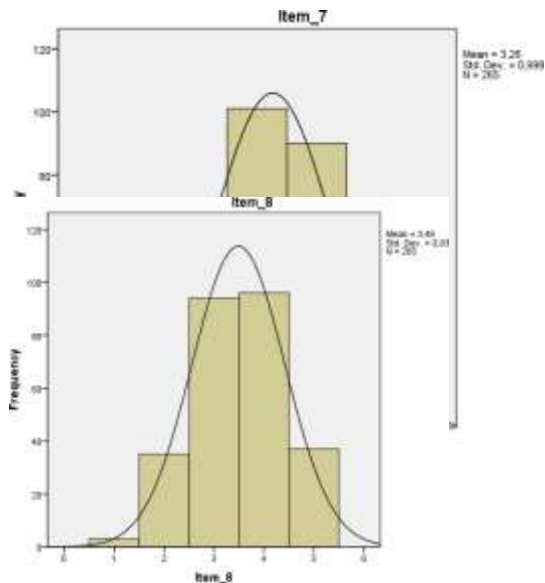
Item 4, “Does your English teacher always asking the students” difficulties when doing teaching and learning activities?”. From the data result, it was found that most of the students Agreed (68%).



Item 5, “If the students do not understand the learning material, does your English teacher review and explain more about the material?”. From the data result, it was found that most of the students Agreed (81%).

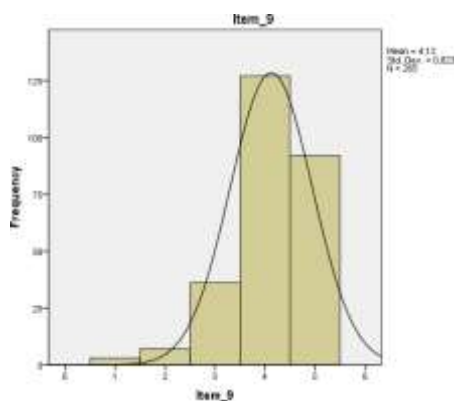


Item 6, “Does your English teacher always give respond to the students who asked and have a question about the material?”. From the data result, it was found that most of the students Agreed (77%).

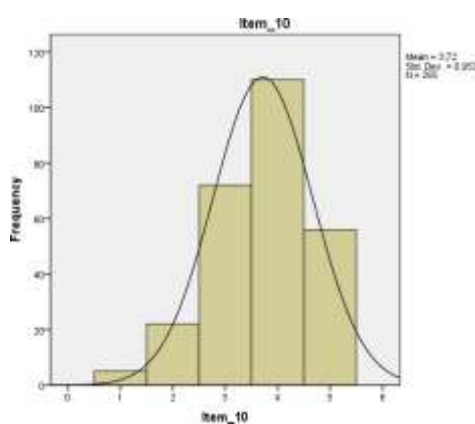


Item 7, “Does your English teacher always give learning contract in the first meeting of learning?”. From the data result, it was found that most of the students chose Neutral (43%).

Item 8, “Does your English teacher always explain the basic competencies before starting the learning activity?”. From the data result, it was found that most of the students chose Neutral (50%).

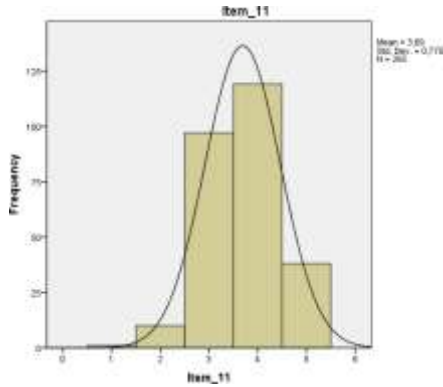


Item 9, “Does your English teacher always inform you about the material that will be studied in the classroom?”. From the data result, it was found that



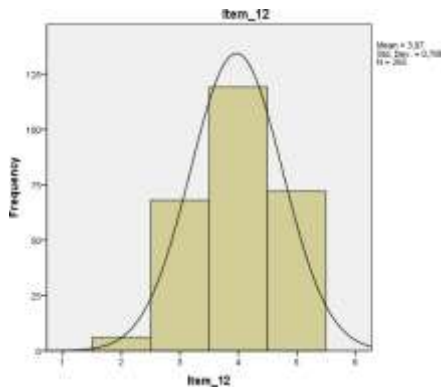
most of the students Agreed (83%).

Item 10, “Does your English teacher always tell the objective of learning material first?”. From the data result, it was found that most of the students

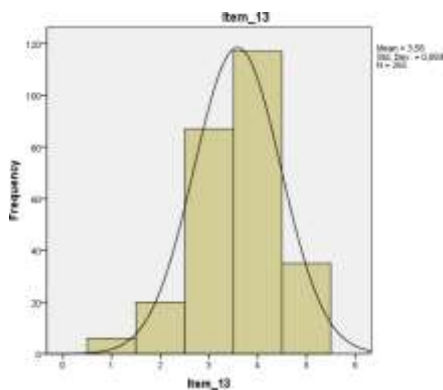


Agreed (63%).

Item 11, “Does your English teacher always explain the learning material well, clearly and easier to understand?”. From the data result, it was found that most of the students chose Neutral (59%).

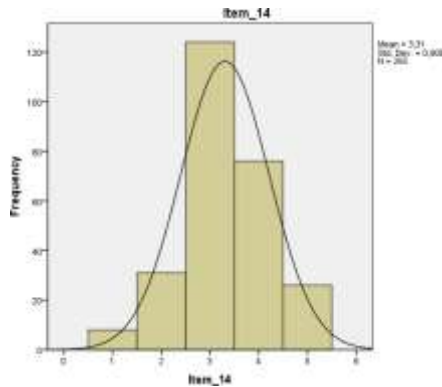


Item 12, “Does the material that your teacher teaches fit the topic studied at each meeting?”. From the data result, it was found that most of the students

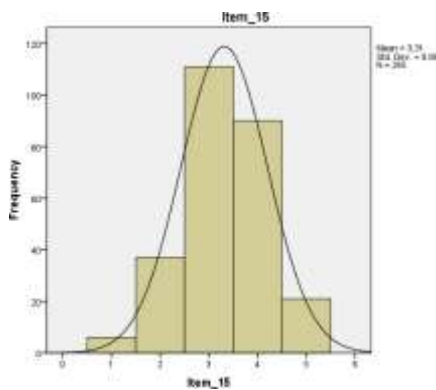


Agreed (72%).

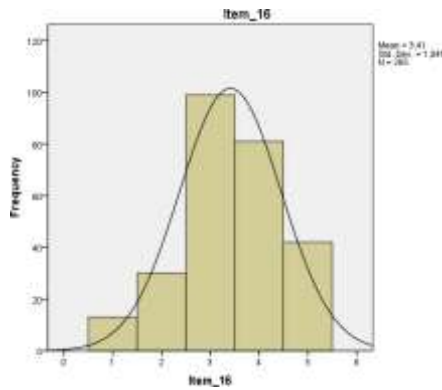
Item 13, “Does the material that your teacher explained accordingly to the learning contract?”. From the data result, it was found that most of the students chose Neutral (57%).



Item 14, “Does your teacher using lecture method in explaining the learning material?”. From the data result, it was found that most of the students chose Neutral (38%).

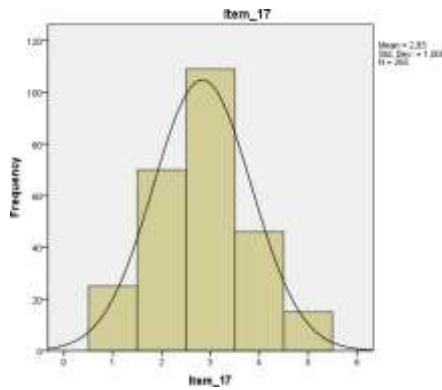


Item 15, “Does your teacher make group discussion also question and answer activity in learning process?”. From the data result, it was found that most of the students chose Neutral (42%).

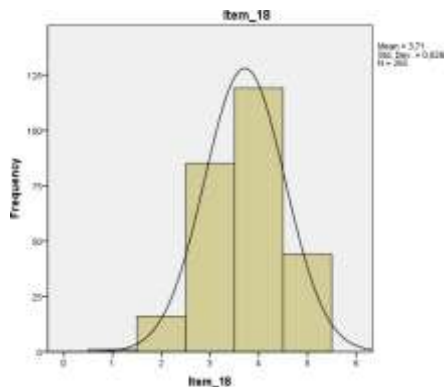


Item 16, “Does your teacher use interesting learning media in the classroom?”.

From the data result, it was found that most of the students chose Neutral (46%).

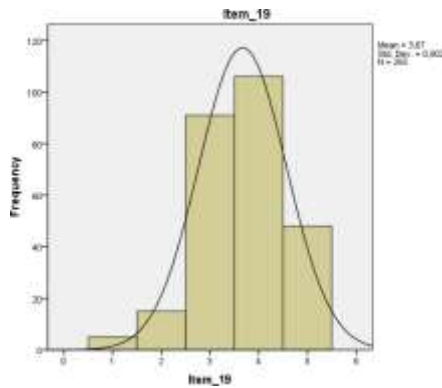


Item 17, “Does your teacher use books from the library for enhancing students knowledge?”. From the data result, it was found that most of the students chose Neutral (23%).

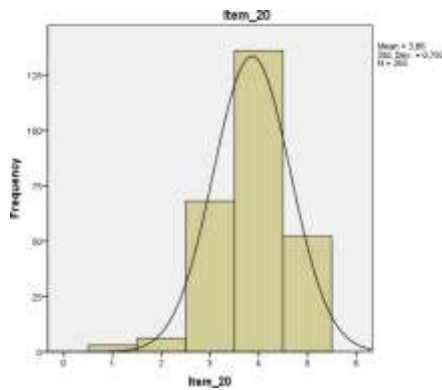


Item 18, “Does your teacher explain the instruction clearly in discussing

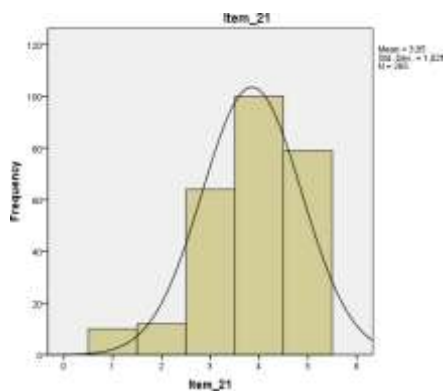
the material and giving task?”. From the data result, it was found that most of the students Agreed (61%).



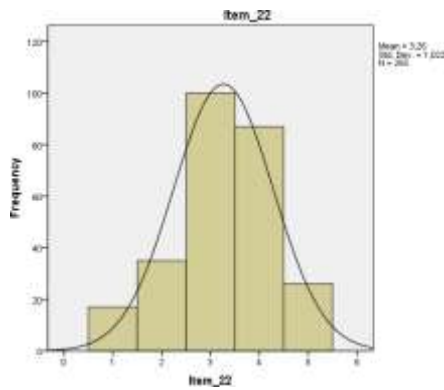
Item 19, “Does your teacher give a chance to the students to express their thought that related to the learning material?”. From the data result, it was found that most of the students chose Neutral (58%).



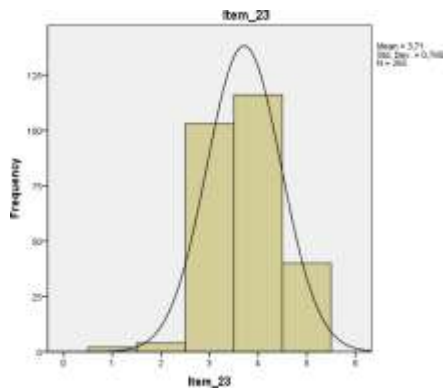
Item 20. “Does your teacher give a chance to the students for asking, disproving and expressing their feelings through the learning material?”. From the data result, it was found that most of the students Agreed (71%).



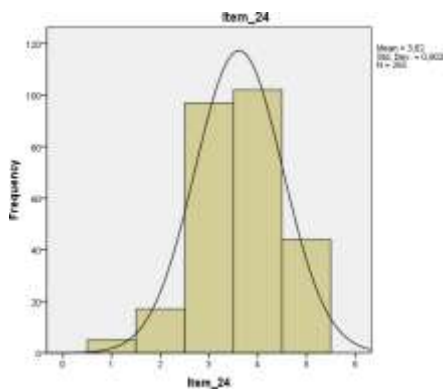
Item 21, “Does your teacher give remedial if the students did not passed the KKM score?”. From the data result, it was found that most of the students Agreed (67%).



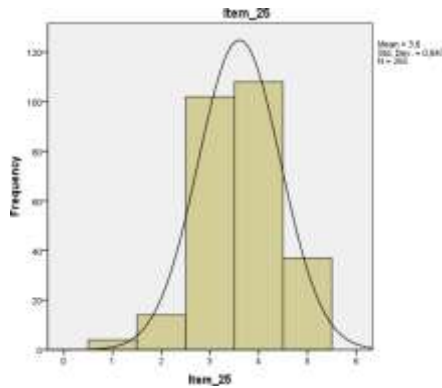
Item 22, “Do the teacher and students discussed about students” difficulties during learning process?”. From the data result, it was found that most of the students chose Neutral (43%).



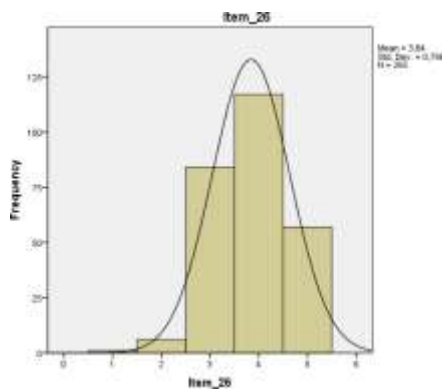
Item 23, “Does your teacher give exercise or learning task after finishing the learning material?”. From the data result, it was found that most of the students chose Neutral (59%).



Item 24, “Does your teacher give varies task or exercise?”. From the data result, it was found that most of the students chose Neutral (55%).

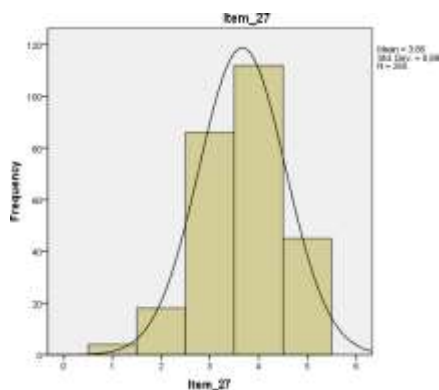


Item 25, “Does your teacher give evaluation for each learning process?”. From the data result, it was found that most of the students chose Neutral (55%).

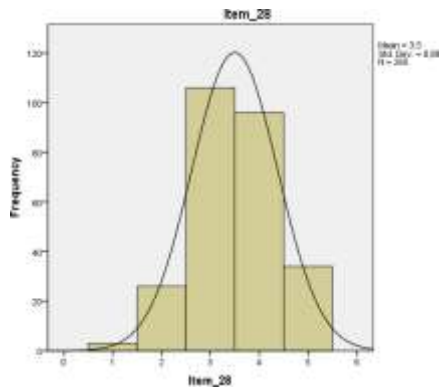


Item 26, “Does your teacher do daily test about the previous learning material?”.

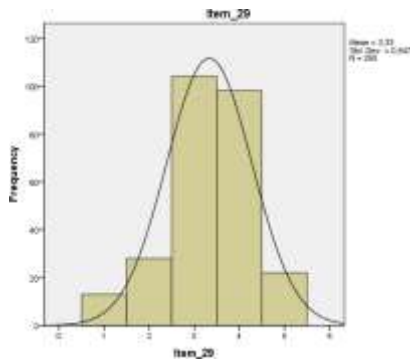
From the data result, it was found that most of the students Agreed (66%).



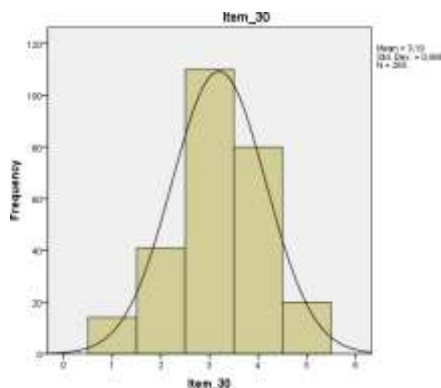
Item 27, “Did the test given by the teacher help you to enhance learning motivation?”. From the data result, it was found that most of the students chose neutral (49%).



Item 28, “Does your teacher make a plan about learning activities to develop students critical thinking and students“ creativity?”. From the data result, it was found that most of the students chose Neutral (49%).



Item 29, “Does your English teacher help the students for developing their potential in academic?”. From the data result, it was found that most of the students chose Neutral (45%).



Item 30, “Does your English teacher help the students for developing their potential in non-academic?”. From the data result, it was found that most of the students chose Neutral (38%).

Table 1. Final Result of Analysis Students’ Perception

No	Score	Categorized	No	Score	Categorized
1	48	Neutral	16	46	Neutral
2	77	Agree	17	23	Neutral
3	70	Agree	18	61	Agree
4	68	Agree	19	58	Neutral
5	81	Agree	20	71	Agree
6	77	Agree	21	67	Agree
7	43	Neutral	22	43	Neutral
8	50	Neutral	23	59	Neutral
9	83	Agree	24	55	Neutral
10	63	Agree	25	55	Neutral
11	59	Neutral	26	66	Agree
12	72	Agree	27	59	Agree
13	57	Neutral	28	49	Neutral
14	38	Neutral	29	45	Neutral
15	42	Neutral	30	38	Neutral

Based on the questionnaire result, the students perceived that English teacher pedagogical competence at MAN Kota Palangka Raya during teaching-learning process is good and they showed the positive perception toward the English teacher pedagogical competence. The total item questionnaire consists 30 questions with the final result was in Sufficient competence with 57%

Discussion

Based on the result of the questionnaires, most of the students responded Agree and Neutral to all the statements in the questionnaires. However, there are very minor numbers on Neutral, Disagree, and Strongly Disagree. The positive responses from the students is then considered as the components that the teacher's have a good pedagogical competence in teaching English based on National Education Standards Agency paragraph 28 article 3 as follow.

In the first component "understanding the students" the teacher had sufficient competence. Most of the students perceived that the teacher implemented the first component in teaching. The students agreed with the statement that the teacher always make sure the classroom situation before start the learning process; teacher always asking the student's preparedness before starting the learning; teacher always create a good classroom's atmosphere to support teaching and learning activities run well; teacher always asking the students' difficulties when doing teaching and learning activities; teacher review and explain more about the material when the students don't understand about the material.

The second is designing and implementing learning. Based on the result of the questionnaire, the teacher had less competence. Most of the students perceived Neutral that teacher not always give respond to the students who asked and have a question about the material; teacher not always give learning contract in the first meeting of learning; teacher not always explain the basic competencies before starting the learning activity;

teacher not always inform you about the material that will be studied in the classroom; teacher not always tell the objective of learning material before construct the material; teacher not always explain the learning material well, clearly and easier to understand; teacher teaches relatable with the topic each meeting; teacher explained accordingly to the learning contracts; teacher did not use lecture method in explaining the learning material; teacher make group discussion also question and answer activity in learning process; teacher use interesting learning media in the classroom; teacher not always use books from

the library for enhancing students knowledge; teacher explain the instruction clearly in discussing the material and giving task.

The third is evaluating learning outcome. Based on the result of the questionnaire, the teacher had sufficient competence. Most of the students perceived that teacher and students discussed about students' difficulties during learning process; teacher give exercise or learning task after finishing the learning material; teacher give various task or exercise; teacher give evaluation for each learning process; teacher did daily exercise about the previous learning material.

The fourth is developing students potential. Based on the result of the questionnaire, the teacher had sufficient competence. Most of the students perceived that teacher give a chance to the students to express their thought that related to the learning material; teacher give a chance to the students for asking, disproving and expressing their feelings through the learning material; teacher give remedial if the students did not passed the KKM score; teacher give a test to enhance students' learning motivation; teacher make a plan about learning activities to develop students critical thinking and students' creativity; teacher help the students for developing their potential in academic; teacher help the students for developing their potential in non-academic.

The similarities and the difference between the result of this current study and from the result of the previous study by Syahrul (2016) the students' perceptions of pedagogic ability of teachers of English shows that, for the first English language teacher that taught in all VIII classes has pedagogic ability that was in the medium category. And the result of previous study by Ratna (2018) in the first indicators students perception about teacher competence in sufficient competence with the result about 72,87%, for the second indicators, students give 87,2% of their positive respond and this is good competence category, and for the last indicator the students give 85% of their positive respond and this is also appertain in good competence.

D. CONCLUSION

Students perception toward English teacher's pedagogical competence, in this case is second grade students, had shown that most students responded positively on the questionnaire that related to teacher's pedagogical competence components in National Education Standards Agency paragraph 23 article 3. It can be seen from the result of questionnaire, in the first aspect the teacher had sufficient competence in understanding students. In the second aspect, the teacher had less competence in designing and implementing learning. In the third aspect, the teacher had sufficient competence in evaluating learning outcome. And the last indicator, the teacher had sufficient competence in developing student's potential. For the final result from the students perception showed that the teacher pedagogical competence categorized sufficient competence.

Based on this research, the researcher would like to recommend several suggestion to the teacher teachers should have responsibility to not only transferring the knowledge, bu also providing opportunityal students without discrimination. Therefore, it is necessary for teachers to gain more knowledge, skills and attiddes. Other researchers could conduct and develop similar research in competency aspects in addition to pedagogical competency, so that they will find a framework fr developing four competencies according to the Ministry of National Education.

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